

Mountlands Day Nursery

36 Vicarage Road, Gloucester GL1 4LD



Inspection date	26 October 2018
Previous inspection date	28 June 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff provide children with mixed messages and do not use consistent strategies to manage children's behaviour effectively. Children do not know when they need to listen to staff and they become bored quickly.
- Managers have started to develop ways for monitoring staff. However, the systems for the management and supervision of staff are not well established. Managers have not provided staff with professional development opportunities to support staff to improve their teaching practice and understanding of their roles and responsibilities.
- Staff sometimes interrupt children's imaginative play. They do not consistently encourage children to think or develop their ideas as well as possible.
- Managers and staff have reviewed the way they plan for children. However, this is still being changed and staff miss opportunities to help children adapt activities to learn in ways they prefer. Children do not make the progress of which they are capable.

It has the following strengths

- Staff build good relationships with parents and children. They talk with parents to find out what children like and can do, to help them settle children well into the setting. Children feel safe and secure from the start.
- Staff provide well-organised play areas, indoors and outdoors, with easily accessible toys and resources. Children have opportunities to experience nature and develop their physical skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to provide clear and consistent boundaries for children to manage their behaviour appropriately, including helping them to adjust their behaviour to different situations	31/12/2018
ensure systems for monitoring staff are implemented well to support them in understanding their roles and responsibilities, and improving the quality of teaching.	31/12/2018

To further improve the quality of the early years provision the provider should:

- review the daily routine to reduce adult-led interruptions in children's play, and encourage staff to understand better how to extend children's thinking and ideas to enhance their learning and development.
- improve planning further so that staff provide children with chances to adapt activities to ways they prefer to learn.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and spoke with children and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out two joint observations with the manager.
- The inspector held a leadership and management meeting with the manager and director.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, complaints, the setting's evaluations, and children's records.

Inspector
Anita McKelvey

Inspection findings

Effectiveness of leadership and management requires improvement

Managers have made progress to improve the provision since the last inspection. They have had support from other professionals to help them make changes. For example, managers have implemented a system to check staff's ongoing suitability to work with children. However, the lack of good supervision means staff do not all have the same expectations of children's behaviour and do not provide consistently good levels of teaching. Managers have used feedback from others to make changes to the play spaces. For example, they added a mud kitchen to the garden to encourage children's interest in outdoor play. They are developing a sensory room to provide children with a calm space to relax and help them to manage their feelings. Safeguarding is effective. Managers have reviewed policies and procedures for keeping children safe, and shared these with staff and parents. All staff know how to act on, and when to refer concerns about a child's welfare or significant events to other professionals, including Ofsted.

Quality of teaching, learning and assessment requires improvement

Managers and staff are developing the assessment of children's learning to take into account their individual needs and help them make progress. However, children's self-chosen activities and learning are often interrupted by staff, who call them to join in group times. Children do not always want to do the group activity and they become bored and lose interest quickly. Staff encourage children's early mathematics. For instance, children choose cards with different shapes on them and recognise a star, circle and rectangle. Staff encourage children to be creative. For instance, they provide paints and different types of brushes and sponges for the children to use. Other children use their imaginations as they develop story lines in their play. However, staff sometimes offer suggestions which stop children's emerging thoughts and ideas.

Personal development, behaviour and welfare require improvement

Staff miss chances to support children to manage their feelings and behaviour well. For example, they do not encourage all children to join in putting the toys away at tidy-up time. Staff provide confusing messages for children. For instance, staff let some children hold onto toys at lunchtime but tell others they need to put them away. Children do not want to serve their food as they would rather play. Staff have made changes to help children cope better with changes to the routine. For example, they have put tape on the floor between rooms to remind children to walk rather than run, and they sing songs at lunchtime to stop children becoming bored as they wait for everyone to sit down. Children develop good independence skills. For example, they wash their hands before eating and after using the toilet. However, the manager does not ensure that staff understand their responsibilities to meet the children's personal care needs.

Outcomes for children require improvement

Weaknesses to the quality of teaching do not effectively enable children to acquire a wider range of skills needed for them to make good progress in their learning. For example, children do not always engage well during group learning times, or get chances to adapt activities in ways they like to learn. However, children enjoy physical play outdoors, such as swinging on the tyre swing or using the slide.

Setting details

Unique reference number	EY549276
Local authority	Gloucestershire
Inspection number	10079714
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	38
Name of registered person	Sparkling Angels Ltd
Registered person unique reference number	RP549275
Date of previous inspection	28 June 2018
Telephone number	01452 506880

Mountlands Day Nursery registered in 2018. The nursery is in Gloucester, Gloucestershire. It is open from 8.30am to 5.30pm on Monday to Friday, all year round, except for one week over Christmas and Easter. The nursery has seven members of staff. One member of staff holds an appropriate childcare qualification at level 4 and five hold appropriate childcare qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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